

implementing our instructional programs. For example, instructors receive on-site training in *SuccessMaker* by NCS Learn professional development staff.

In addition to strategies for instruction and remediation, all instructors will be trained to use technology for instruction, assessment, data management, and communication. The widespread use of technology in Spectra's programs requires extensive teacher training and Spectra is committed to providing the depth of pre-service and in-service training necessary to ensure exemplary teaching practices.

3. Provide evidence of the program's effectiveness in increasing student achievement.

A wide body of research supports the efficacy of *SuccessMaker* in producing moderate to significant gains in reading in both the short term and over extended periods of time. A report by the Education Commission of the States, <http://www.ecs.org/clearinghouse/18/94/1894.htm>, attached as Exhibit 3-A, cites seven separate studies and field implementations of the program. For example, the Title I program of the Fort Worth, Texas Schools has documented dramatic increases in student performance:

The mean student achievement gains given in normal curve equivalents (NCE) in reading, language arts and math using NCS LEARN software and the Stanford Achievement Test have been strong for 10 years, ranging from 8.3 to 13.5 per year (for Title I students, a NCE gain of 2 is considered significant). The average mean NCE gain for reading for the years 1985-1990 was 9.7, the average for language arts was 11.3. As a result of this program, the U.S. Department of Education commended the district for exemplary achievement.

Please see the report by the ECS in Exhibit 3-A for further examples of student academic gains through focused work on *SuccessMaker*.

Attached as Exhibit 3-B are graphs and data depicting increased student performance and time-on-task for students using *SuccessMaker* in Mosaica-managed schools. Pearson Digital Learning provides *SuccessMaker* users with data analysis at the end of each academic year. The software itself catalogues data on individual students on a daily basis. The data is then aggregated to show time-on-task by grade level and school and performance by subject area, grade level, and school. The Mosaica-managed schools represented in the data in Exhibit 3-B have high percentages of Title I students, ELL learners and Special Needs populations.

4. Describe evaluation, monitoring for effectiveness and communication process.

a. Describe how the program will be monitored for effectiveness.

Through the Results Manager, teachers can generate reports to guide assessment of student progress. Results Manager generates administrative and course-related reports using